

# MRS. SPIELMANN'S 2ND GRADE

## Lesson Plans for Week of Oct 7-11, 2013

	<b>DOL,Flag, Attendance</b>	<b><u>Specials</u></b>	<b><u>Guided Reading</u></b>
	<b>8:30-8:45</b>	<b>8:45-9:45</b>	<b>10:00-11:30</b>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - Art	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	Oral & Silent Rdg: Nancy Lopez;
	<a href="#">Spelling: Long ai, ay words</a>		<a href="#">Grandma's Rain Song, Swimming</a>
N	Challenge words in dict. Sentence		Students will review information
D	<a href="#">Phonics Charts #15-16 titled:</a>		on KWL; finish a story map;
A	<a href="#">At the Bike Rack; My Bike</a>		Genre study & Guided Rdg. Group
Y	<a href="#">Flash Card Drill of Sight Words</a>		<a href="#">Daily 5: Read to Self, Read to</a>
	<a href="#">Daily Oral Language</a>		<a href="#">Someone, Listen to Reading, Word</a>
	Character Education word:		<a href="#">Works, Work on Writing</a>
	<a href="#">Respect</a>		<a href="#">CAFE Components</a>
	<b>8:30-8:45</b>	<b>8:45-9:45</b>	<b>10:00-11:30</b>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <a href="#">A Present for</a>
E	<a href="#">Spelling:Long ai, ay words</a>		<a href="#">Charlie; All About Bikes</a>
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<a href="#">Phonics Chart - #15-16 Titled:</a>		characters; settings, sequence
A	<a href="#">At the Bike Rack; My Bike</a>		events, predict author's message
Y	<a href="#">Flash Card Drill of Sight Words</a>		<a href="#">Daily 5: Read to Self, Read to</a>
	<a href="#">Character Education word:</a>		<a href="#">Someone, Listen to Reading, Word</a>
	<a href="#">Respect</a>		<a href="#">Works, Work on Writing</a>
W	<b>8:30-8:45</b>	<b>8:45-9:45</b>	<b>10:00-11:30</b>
E	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Guided Reading & Oral Rdg.
D	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	<a href="#">Grandma's Rain Song, Swimming</a>
N	<a href="#">Spelling:Long ai, ay words</a>		Events, predict author's message
E	Challenge words in dict. Sentence		the narrative & intended audience
S	<a href="#">Phonics Chart -# 15-16 titled:</a>		Describe how setting is
D	<a href="#">At the Bike Rack; My Bike</a>		conveyed & similarities. <a href="#">CAFE Comp.</a>
A	<a href="#">Flash Card Drill of Sight Words</a>		<a href="#">Daily 5: Read to Self, Read to</a>
Y	<a href="#">Character Education word:</a>		<a href="#">Someone, Listen to Reading, Word</a>
	<a href="#">Respect</a>		<a href="#">Works, Work on Writing</a>
	<b>8:30-8:45</b>	<b>8:40-9:45</b>	<b>10:00-11:30</b>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library	<a href="#">A Present for Charlies; All About Bike</a>
U	<a href="#">Spelling-Long ai, ay words</a>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<a href="#">Phonics Chart # 15-16 Titled:</a>		the author's message of the story.
D	<a href="#">At the Bike Rack; My Bike</a>		<a href="#">Daily 5: Read to Self, Read to</a>
A	<a href="#">Flash Card Drill of Sight Words</a>		<a href="#">Someone, Listen to Reading, Word</a>
Y	<a href="#">Character Education word:</a>		<a href="#">Works, Work on Writing</a>
	<a href="#">Respect</a>		<a href="#">CAFE Components</a>
	<b>8:30-8:45</b>	<b>8:40-9:45</b>	<b>10:00-11:30</b>
	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - P.E.	<a href="#">Grandma's Rain Song, Swimming</a>
R	<a href="#">Spelling: Long ai, ay words</a>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart -#15-16 Titled:		complete, coherent sentences.
A	At the Bike Rack; My Bike		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Respect		CAFE Components
<b>CURRICULUM OBJECTIVES:</b>			
	Math Objective: Students will learn ho	about greater than, less than, problem ng with fact families.	
	Shared Reading Objective:	: Use appropriate listening skills, as well as identify complex and irregularly :	
	Spelling Objectives -	Long vowels of ai and ay words.	
	Oral Language Objective: Practice Speaking and listening skills.		
	Science Objective: Students will unde	stand about different habitats.	
	SuccessMaker Objective: Use targeted practice and interventions on the computer in reading and math for each stu		
	Guided Reading Objective: Find author's message in a story; describe how setting is conveyed; review KWL chart		
	Explicit Oral Language Objective: Oral reading and discussion using poetry books and News Books		
	Weekly Reader Objective: students	will be learning all about bones and why we need them.	
	Social Studies - Students will learn ab	out how our government works.	
<b>STATE STANDARDS:</b>			
	Reading Standards: Indicator 1-	Students can recognize & analyze words; Indicator 2: Students can compreh	
	Writing Standards: Indicator 1:	Students can apply the writing process to compose text.	
	Listening and Viewing Standards: Indicator 1:	Students are able to use various listening & viewing strategies in soc	
	Math Standards: Indicator 1:	Use procedures to transform algebraic expressions.	
	Science Standards: Indicator 1:	Understand the nature and origin of scientific knowledge.	
	Social Studies Standards: Indicator 1:	Analyze U.S. historical eras to determine connections & cause/effect relation	
	Technology Standards: Indicator 1:	Students recognize & demonstrate skills in operating technological systems.	
<b>COMMON CORE STANDARDS:</b>			
	Language Arts:	Ask who, what, where, when, why, and how questions for understanding; dis	
	Mathematics:	Extend understanding of base ten system; understanding models of addition	
	Reading	Ask who, what, where, when, why, and how questions for understanding; dis	
	Writing:	Write Opinion pieces in which they introduce the topic or book they are writi	
	Speaking and Listening:	Participate in collaborative conversations with diverse partners and 2nd grac	
	Language Arts:	Participate in collaborative conversations with diverse partners	
	Math	Make sense of problems and work on tables and graphs and daily reasoning	
	Technology Standards:	Select from several teacher-directed internet sites to locate information.	
	Social Studnies Standards:	Analyze U.S. Historical eras to determine connections and cause and effect r	
	Science Standards	Make a timeline to indicate the life cycle of an insect. Use scientific thinking :	

<b>Poetry/Ch.Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR/Time</b>	<b>SuccessMaker</b>	<b>Math</b>
11:30-11:40	11:35-11:50	12:05-12:35	Silent Rdg.	12:55-1:15	1:15-2:00
Explicit Oral			12:35-12:55	Self-paced	Pg. 131-132 Students will be
Language				interactive	learning about different ways
on various				courseware in	to name numbers. Problem solve.
current				content areas	.5students will
topics .				of reading and	solve problems from words
Read Aloud				math in the	<b>Problem of the Day.</b>
Poems with				computer lab at	<b>Mad Minute Tests; CGI Problems</b>
Skill Building				each students'	<b>Flash card drill of add. Facts</b>
Lessons.				individual	<b>Students will use algebra</b>
				level.	<b>concepts to solve equations.</b>
<b>Poetry/Ch.Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR/Time</b>	<b>SuccessMaker</b>	<b>Math</b>
11:00-11:15	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15	1:15-2:00
Character				Self-paced	Pg 133-134. Student will be
Education				interactive	working with number sentences
activities on				courseware in	Promethean lesson
using Respect				content areas	for reteach and practice.
and being				of reading and	<b>Problem of the Day. Mad</b>
Respectful.				math in the	<b>Minute Tests. Flash card drill</b>
Read Aloud				computer lab at	<b>of addition facts. CGI Solve</b>
Poems				each students' level	<b>everyday problems in math.</b>
<b>Poetry/Ch.Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR/Time</b>	<b>SuccessMaker</b>	<b>Math</b>
11:00-11:15	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15	1:15-2:00
Explicit Oral				Self-paced	Pg.135-136. Students will be
Language				interactive	learning about subtraction strateg
on various				courseware in	reteach with practice.
current				content areas	and problem solving. <b>Problem</b>
topics. Read				of reading and	<b>of the Day. Mad Minute Tests.</b>
Aloud Poems				math in the	<b>Flash card drill of addi. Facts.</b>
With Skill				computer lab at	<b>Students will understand</b>
Bldg. Lessons				each students' level	<b>place value. CGI problems</b>
<b>Character Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR/Time</b>	<b>SuccessMaker</b>	<b>Math</b>
11:00-11:15	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15	1:15-2:00
Pg.5-7				Self-paced	Pg. 137-138. Students will be
Students will be				interactive	working with greater than, less tha
writing with				courseware in	problem solving & daily reasoning
upper & lower				content areas	Promethean lesson
case letters.				of reading and	Problem of the Day.
Read				math in the	<b>Mad Minute Tests. CGI Problems</b>
Aloud Poems				computer lab at	<b>Flash card drill of add. facts.</b>
with Skill Bldg.				each students' level	<b>Using problem solving skills</b>
<b>Character Ed.</b>	<b>Recess</b>	<b>Lunch</b>	<b>SSR/Time</b>	<b>SuccessMaker</b>	<b>Math</b>
11:00-11:15	11:35-11:50	12:05-12:35	12:35-12:55	12:55-1:15	1:15-2:00
Explicit Oral				Self-paced	Pg 139-140. Students will be learni
Language				interactive	about fact families.
on various				courseware in	Promethean

current topics.				content areas of reading and math in the computer lab at each students' level	problem solving. CGI problems Problem of the Day. Mad Minute Tests. Flash card drill Students will be able to write value of underlined digits.
Read Aloud					
Poems with					
Skill Building					
spelled words.					
idents level.					
&; characters & plot					
and familiar texts.					
cial, academic, and occupational situations.					
ships in reference to chronology.					
tinguish long and short vowels		(RL.2.1; RL2.2; RL.2.7)			
		(OA.A.2.a; OA.B.2.2; OA.B.2.2)			
tinguish long and short vowels		(RL.2.1; RL2.2; RL.2.7)			
ng about		W2.1; W2.2			
le topics		SL2.2; SL.2.3			
on language arts topics		RF 2.4			
		OA.A.2.1 NBT.t; 2.NBT.2; MP2; M2. MD.7			
		2.OA.1; 2.OA.2; 2. NBT.1; 2NBT.1a			
relationships					
skills of observing.					

<b>Poetry</b> <b>1:55-2:00</b> Oral reading and discuss. of explicit oral language using poetry books. Oral instructions	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> <b>2:15-2:30</b> Students will be composing various writings that are aligned with Common Core Standards	<b>RTI</b> <b>2:30-3:00</b> <u>Students will</u> learn how to look up topics in a glossary.	<b>Science/S.Studies</b> <b>Weekly Reader/JA</b> <b>3:00-3:25</b> Science-pg.A42-A50 Students will be learning about how animals get ready for winter. <u>Weekly Reader-</u> We will be learning about why bones are important. <a href="#">Dismiss - 3:30</a>
<b>Poetry</b> <b>1:55-2:00</b> Students will read and understand various forms of poetry.	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> Students will be composing various writings aligned with Common Core Standards	<b>RTI</b> <b>2:30-3:00</b> Students will work on learning how to search for information in an encyclopedia for various research topics.	<b>Social Studies - Pg 66-69</b> <b>3:00-3:25</b> Students will learn about the functions of a government. Create a word web about government ideas. <a href="#">Dismiss - 3:30</a>
<b>Poetry</b> <b>1:55-2:00</b> Oral reading and discuss. of explicit oral language using poetry books.	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> Students will be composing various writings aligned with Common Core Standards	<b>RTI</b> <b>2:30-3:00</b> Students will be learning play <u>parts and</u> perform a Reader's Theater for the class.	<b>Weekly Reader- 3:00-3:25</b> Students will learn about safety signs and how we use them. Use Promethean Board for learning about different governments and interactive flip charts. <a href="#">Dismiss - 3:30</a>
<b>Poetry</b> <b>1:55-2:00</b> Students will read and understand various forms of poetry.	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> Students will be composing various writings aligned with Common Core Standards	<b>RTI</b> <b>2:30-3:00</b> Students will be reading fiction and non-fiction books.	<b>Weekly Reader - 3:00-3:25</b> Students will make posters in small groups depicting all kinds of life cycles. We will find various life cycles on the Promethean Board <a href="#">Dismiss - 3:30</a>
<b>Poetry</b> <b>1:55-2:00</b> Oral reading and discuss. of explicit	<b>Recess</b> <b>2:00-2:15</b>	<b>Creat.Writ.</b> Students will be composing various	<b>RTI</b> <b>2:30-3:00</b> Students will work with various ways of	<b>Weekly Reader-3:00-3:25</b> Students will be learning about the life cycle of plants and various animals. Students will work

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